

SIRRINE ELEMENTARY

301 East Dorchester Blvd.
Greenville, South Carolina 29607

GRADES K-5 Elementary School

ENROLLMENT 273 Students

PRINCIPAL Dr. Gwendolyn Boyd Wright 864-299-8313

SUPERINTENDENT Dr. William E. Harner 864-241-3456

BOARD CHAIR Tommie E. Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	8	58	45	4

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 9 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

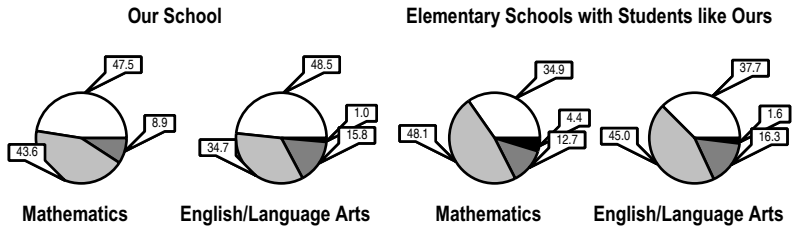
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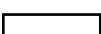
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Below Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	21	41	19
Percent satisfied with learning environment	66.7%	77.5%	68.4%
Percent satisfied with social and physical environment	33.3%	75.0%	61.1%
Percent satisfied with home-school relations	19.0%	90.2%	68.4%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	119	100.0	48.5	34.7	15.8	1.0	16.8	17.6
Gender								
Male	66	100.0	50.0	38.9	11.1	N/A	11.1	17.6
Female	53	100.0	46.8	29.8	21.3	2.1	23.4	17.6
Racial/Ethnic Group								
White	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	111	100.0	47.9	34.0	17.0	1.1	18.1	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	7	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	99	100.0	43.4	38.6	16.9	1.2	18.1	17.6
Disabled	20	100.0	72.2	16.7	11.1	N/A	11.1	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	119	100.0	48.5	34.7	15.8	1.0	16.8	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	119	100.0	48.5	34.7	15.8	1.0	16.8	17.6
Socio-Economic Status								
Subsidized meals	108	100.0	50.5	31.9	16.5	1.1	17.6	17.6
Full-pay meals	11	100.0	30.0	60.0	10.0	N/A	10.0	17.6

Mathematics								
All students	119	100.0	47.5	43.6	8.9	N/A	8.9	15.5
Gender								
Male	66	100.0	46.3	46.3	7.4	N/A	7.4	15.5
Female	53	100.0	48.9	40.4	10.6	N/A	10.6	15.5
Racial/Ethnic Group								
White	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	111	100.0	46.8	43.6	9.6	N/A	9.6	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	7	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	99	100.0	43.4	45.8	10.8	N/A	10.8	15.5
Disabled	20	100.0	66.7	33.3	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	119	100.0	47.5	43.6	8.9	N/A	8.9	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	119	100.0	47.5	43.6	8.9	N/A	8.9	15.5
Socio-Economic Status								
Subsidized meals	108	100.0	49.5	44.0	6.6	N/A	6.6	15.5
Full-pay meals	11	100.0	30.0	40.0	30.0	N/A	30.0	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	46	N/A	45.7	43.5	8.7	2.2	10.9
	Grade 4	40	N/A	40.0	47.5	12.5	N/A	12.5
	Grade 5	33	N/A	53.1	40.6	6.3	N/A	6.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	32	100.0	24.1	44.8	31.0	N/A	31.0
	Grade 4	42	100.0	59.4	25.0	12.5	3.1	15.6
	Grade 5	45	100.0	57.5	35.0	7.5	N/A	7.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	46	N/A	60.9	34.8	2.2	2.2	4.3
	Grade 4	40	N/A	45.0	50.0	5.0	N/A	5.0
	Grade 5	33	N/A	62.5	34.4	3.1	N/A	3.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	32	100.0	31.0	55.2	13.8	N/A	13.8
	Grade 4	42	100.0	53.1	37.5	9.4	N/A	9.4
	Grade 5	45	100.0	55.0	40.0	5.0	N/A	5.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 273)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	9.2%	Up from 5.0%	2.8%	2.4%
Attendance rate	96.8%	Down from 97.0%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	4.8%	Up from 2.1%	5.7%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	9.5%	Up from 5.6%	7.6%	8.0%
Older than usual for grade	1.8%	Up from 0.7%	2.5%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 27)				
Teachers with advanced degrees	55.6%	Up from 54.2%	46.9%	50.0%
Continuing contract teachers	70.4%	Up from 66.7%	79.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	69.1%	Up from 59.7%	80.6%	86.2%
Teacher attendance rate	99.0%	Up from 98.4%	95.0%	95.3%
Average teacher salary	\$37,486	Up 0.8%	\$38,529	\$39,909
Prof. development days/teacher	5.0 days	Down from 6.8 days	13.5 days	11.4 days

School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio	15.8 to 1	Down from 16.1 to 1	17.0 to 1	18.9 to 1
Prime instructional time	94.6%	Up from 94.3%	88.5%	89.7%
Dollars spent per pupil*	\$6,712	Down 2.6%	\$6,629	\$5,892
Percent spent on teacher salaries*	56.3%	Down from 58.2%	65.0%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	69.7%	Down from 99.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Sirrinc Elementary School is proud to be the hub of the community. The school has been in the Belle Meade community since 1957.

A major emphasis is placed on providing a positive relationship among students, parents, faculty, and staff. Newsletters, special community meetings, PTA programs, parent conferences, and the use of our Web site are just a few of the ways that we communicate with parents.

In addition to classroom instruction, our students received help through several after-school programs: The 21st Century Tutorial and Enrichment Program, The Title I Reading and Mathematics Club, and the Homework Center. We have numerous volunteers that come in to tutor students: Prince of Peace Catholic Church, Kappa Alpha Psi Fraternity, Michelin Volunteers, and Service Learning Students from Southside High School.

We have received a grant from the South Carolina Department of Exceptional Children for the 2003-2004 school year to develop a School-wide Behavioral Component and a Reading Initiative. Special emphasis will be placed on high quality programs to stimulate thinking and creativity among students.

Our faculty and staff, School Improvement Council and Parent Teacher Association will continue to provide programs for parents, as we continue to "Build Success, One Step At A Time."

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.